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ABSTRACT

A structured questionnaire was mailed to the directors (n=124) of all of the academic libraries belonging to the Association of Research Libraries (ARL) to obtain information on the status of participative management for support staff groups in major research libraries. Thirty of the 69 library administrators responding to the survey report that their libraries have Support Staff Councils. The majority of these councils are advisory only. Some of the councils are able to make decisions concerning issues that pertain to support staff, e.g., benefits, awards, work procedures, etc. Members on the council are usually elected by their peers. In some instances the members can be appointed to the council by the chair of the council. The majority of these members serve a 2-year term, and members are replaced in a staggered fashion. The libraries that do not have Support Staff Councils indicate that there are other means for the support staff to convey their ideas and opinions. Interestingly, the libraries without councils viewed the Support Staff Councils as a form of a union, yet they did have a council for the professionals. Surprisingly, only half of the academic research libraries responding to the survey are fully automated. A copy of the survey instrument is appended. (31 references) (Author/MAB)

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SUPPORT STAFF INPUT IN ACADEMIC LIBRARY DECISION MAKING

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A Master's Research Paper submitted to the
Kent State University School of Library Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Marianne Gabriella Kozsely

August, 1991

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ABSTRACT

The support staff comprises the majority of the library staff, especially in larger libraries. These employees are a valuable source of untapped talent. They have educational backgrounds ranging from high school diplomas to masters' degrees. The support staff are the libraries' front-line workers, the people that the public sees and deals with the most.

The purpose of this study is to determine the status of participative management by support staff groups in major research libraries. How many libraries have participative management? Do the libraries that have participative management include support staff, as well as professionals, in the process? Does this management style consist of large formal groups, such as councils, or do they consist of informal adhoc groups? How much impact do these organizations have on administrative decisions?

Less than half of the library administrators responding to the survey report that their libraries have Support Staff Councils. The majority of these councils are advisory only.

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Some of the councils are able to make decisions concerning issues that pertain to support staff, e.g. benefits, awards, work procedures, etc.

Members on the Council are usually elected by their peers. In some instances the members can be appointed to the Council by the chair of the Council. The majority of these members serve a two year term, and members are replaced in a staggered fashion.

The libraries that do not have Support Staff Councils indicate that there are other means for the support staff to convey their ideas and opinions. Interestingly the libraries without councils viewed the Support Staff Councils as a form of a union, yet they did have a council for the professionals. Suprisingly only half of the ARL Libraries responding to the survey are fully automated.

Master's Research Paper by

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TABLE OF CONTENTS

LIST OF TABLES iv

CHAPTER

I. INTRODUCTION 1

Purpose of the Study 6

Definition of Terms 6

Limitations of the Study 7

II. REVIEW OF THE LITERATURE 8

III. RESEARCH METHODOLOGY 17

IV. SURVEY RESULTS 18

V. CONCLUSIONS 28

Recommendations 29

APPENDIX

A. COVER LETTER 30

B. SURVEY QUESTIONNAIRE 31

REFERENCE LIST 35

LIST OF TABLES

TABLES

1. Frequency of ARL Staff Members by Category 19

2. Frequency of Staff Develpoment Programs 21

3. Frequency of Certain Committees in ARL Libraries 22

4. Number of Support Staff Advisory Councils 23

CHAPTER I

INTRODUCTION

Every aspect of life shows the great need for information and the services to acquire information. Libraries are and should be on the forefront of providing information to the public. In the opinion of this author, one can not excel at providing the best possible service to patrons if one continues to have divisions and disharmony within the organization. As the saying goes "a chain is only as strong as its weakest link." Library administrators would be hypocrites in the information age if they did not make use of the valuable information that their own staff could provide. This information could range anywhere from improvements in service to a more efficient workflow.

A potential for division in libraries is the one that exists between the professional librarians and the support staff. The term "support staff" is used to identify the paraprofessionals, technicians, and clerical employees of the library. Division between support staff and the professionals seems to be a larger division and greater pro-

blem than the one that might exist between the library administrators and professionals. According to the literature, there is not (nor has there ever been) a formal way for support staff to participate in decision making. Occasionally support staff are chosen to participate on committees, but these committees are typically short term ventures. While there is nothing in the literature about formal, permanent support staff committees/councils, there is a definite move toward this end (Martell, 1987). Several current articles discuss quality circles as a means not only to solve problems, but also as a way of bringing support staff and professionals together - as a team (DeSirey et al. 1988). One article states that the professionals are forming an elitist association because in the past librarianship was not considered a "profession" (as ranking with doctors and lawyers) (Kaplan 1988). During the last few decades librarians have been, and still are, fighting for the recognition of their chosen careers as true professions. Unfortunately, the causualities of this fight are those support staff members that take a great interest in the improvement of library services. The knowledge attained in earning an MLS degree can in no way be usurped by the support staff. Those support staff that are career oriented just

want a voice in the decision making. Not only do they feel that they have something valuable to contribute from years of experience, they also want the chance for personal growth.

Libraries must gear-up for the year 2000. More and more emphasis will be placed on the libraries' capacity to provide information. This can be evidenced as library schools are changing their names to "School of Library and Information Sciences" or other similar variations. Corporations, faculty, students and the community already rely on libraries for this purpose. The future will make these demands even greater.

The only way that libraries can fulfill these demands is through teamwork. Webb (1988) states:

> Libraries like all organizations are dependent on human beings to achieve their goals. Library administrators who are enthusiastic about participatory management believe that employees have much untapped potential and that their talents and skills, once developed, will benefit the organization (51).

The Trend in American Corporations

American corporations have recognized the importance of team work. Extensive research has been done on the Japanese style of management, which emphasizes employee participation in the decision making process. Not only do the employees

actively participate in decision making, they are made to feel that all employees belong to the company family. The accomplishments of the company are personal accomplishments as well. Through this form of management the entire country of Japan has made a remarkable comeback during the post World War II era. This rebuilding and modernization of the country would not have been possible without teamwork (Iacocca 1988).

Literature on human resources management emphasizes that input from the staff is increasingly important. The current and future workforce will consist of post-baby boomers (or the baby bust generation). The drop in potential employees will force companies to make better use of their current employees. Retraining, continuing education, and staff development programs have been and will continue to be implemented.

Input of Front Line-Workers

Present management in libraries is imitating American corporations' business strategies. According to Rader (1989) the information age is almost here. Librarians and support staff should continue to receive education and training in the theories of library organization and management. Libraries can not afford to consider creative behavior and

risk taking as a threat. Using teamwork to approach problem solving leads to excellence and higher morale, energy and commitment on the part of the staff.

The support staff comprises the majority of the library staff, especially in larger libraries. These employees are a valuable source of untapped talent. They have educational backgrounds ranging from high school diplomas to masters' degrees. The support staff are the libraries' front-line workers, the people that the public sees and deals with the most.

The support staff, for the most part, are ready and eager to help fill vacancies and take on more responsibilities in their libraries. While there is a shortage of library and information science graduates, nonprofessionals have taken on more work that has been considered professional work. For example, paraprofessionals, in some libraries, are creating original cataloging records.

These ambitions need to be recognized by the administrators of the libraries. Libraries must learn to model themselves after the few corporations that have moved to participatory management styles, imitating their counterparts in Japan.

Purpose of the Study

Most of the literature concerning management and staff development in libraries and learning resources centers, as well as business, has focused on professional and support staff opinions in decision making. The literature on this topic consists of ideas and theories. There exists a few specific examples of participative managment in libraries, but a search of the literature does not show that a study has been conducted to determine if there exists a formal committee in libraries for participative management, particularly for support staff. The purpose of this study is to determine the status of participative management by support staff groups in major research libraries. How many libraries have participative management? Do the libraries that have participative management include support staff, as well as professionals, in the process? Does this management style consist of large formal groups, such as councils, or do they consist of informal adhoc groups? How much impact do these organizations have on administrative decisions?

Definition of Terms

Support staff will include library paraprofessions,

technicians, and clerical employees. The term professional librarians includes any employee working in these ARL instituions who holds a job with professional or faculty standing.

Limitations of the Study

The study is not a random study in that it looks at all ARL (Association of Research Libraries) instituions. The findings can not necessarily be generalized to all academic libraries or all libraries in general.

CHAPTER II

REVIEW OF THE LITERATURE

Since the 1970s many authors have written on such topics as participative management, quality circles, and leadership. There has also been a handful of articles written about a specific library and its staff development program. Nowhere in the literature has anyone looked to see if there is a definite trend towards a formal means of participative management in libraries for professional as well as support staff.

Participatory or Consultive Management

There exists a definite disagreement as to the definition of participative management among notable authors. Some authors agree that participative management includes any type of committees with or without the authority to make decisions. Other authors believe that in participative management the committee makes the decision. When the committee is not given the authority or power to make a decision, it is referred to as consultive. The committee can

only make recommendations for a resolution to the problem or discussion at hand.

Eggleton (1979) and Martell (1987) mention in their articles that participative management in the form of committees for the purpose of hiring has been successfully used for a number of years in academic libraries. Academic libraries have also used commitees for input into technological, social and policy issues. A recurrent problem mentioned by the authors is that the committees are rarely given the authority to make their decisions a reality. The literature states that there is a reluctance for the administration to give up some of its power to the committees.

Eggleton reviews a study by a student, J.A.F. Stoner, who claims that group decisions tend to be riskier than individual administrative decisions. This theory is termed "risky shift" effect. Stoner claims that the reason the decisions are riskier is that the group is not held responsible for the decision. The administrator, who forms the committee, is responsible for the quality of the decision. After years of study by several researchers, the risky shift effect was found to be false. Researchers found that group decisions tended to be more cautious than

individual decisions. It seems clear to the reviewer that both Stoner and other researchers are correct in their assumptions of group decison making. The type of authority given to a particular committee affects the type of decision that it makes. The more power the committee has to make the decision, or the more influence its decision has in the final outcome, the more cautious and less radical that decision is.

To further emphasize the need for participative management, Martell (1987) questions the traditional heirarchical view of library management. Several factors contribute to the idea that libraries need a new form of management. Some of these factors are: 1) technological advances, 2) higher educational levels among employees, 3) growing complexity of decisions related to the use of CD-ROMS, computer software etc., 4) size of the organization, and 5) the increased rate of change within and outside of the organization. A major problem associated with participatory management, according to Martell, is that management treats it as their right to permit or deny participation. Management is free to decide who will participate, how much the committee's decision will impact on the final outcome, and the time-frame in which the participation must be complete. To a large extent, these choices are a managerial

right, but a concern is how much bias is in these choices. Certainly any decision will have some amount of bias, as sentient beings all of our decisions are biased. It is the administration's responsibility to be aware of biases and to negate all possible bias for effective decision making. Effective decision making consists of meeting user needs, providing a satisfying and rewarding workplace for all employees, and acquiring the resources to satisfy the previous statements, according to Zweizig (1979).

White (1989), a prolific author and researcher in the field of librarianship, states that most employees would rather not participate in decision making. They expect the administrators to make the decisions, since that is why they are getting paid. If committee work is forced upon the employees, they would rather it be in a consultive fashion without any real power. White states that:

> What just about everybody wants has been clear for some time, and can be spelled out in five short sentences: 1) They want to know what is expected of them; 2) They want to be left alone to do their own work in their own way as long as this does not interfere with the accomplishments of expected results; 3) They want to be helped if they ask for help without feeling diminished by the request; 4) They want to be told how they did, and be permitted an open, nonthreatening discussion about improvement and future growth; and 5) They want to be rewarded in accordance with the performance that has just

been evaluated (162).

White admits that most employees agree with the above statements; there are always a few who walk to a different drummer. All employees, whether or not they want to be involved in decision making, want to believe that work done well will make a difference.

Thoughts on Professionals and Support Staff

Professional librarians have fared somewhat better in participative management. They have had a formal means of input into administrative decision making through Collegial Faculty Advisory Councils and Dean's Councils. Unfortunately, authorities on the subject are quick to point out that this participation is still weak. Jurow (1990) points out that the institutions are going outside the library profession to choose their leaders. She says, the question we must ask is whether we lack the talent for leadership within the profession or whether the talent that exists is going untapped (57).

Kaplan (1988) looks at participative management in academic libraries from 1934-1970. This time period covers the origins of human relations management in academic libraries. He states:

> To explore the origins of participation in academic libraries two lines of development must be traced. One consists of a few librarians who intermittently during the years 1934-1970 sought through their publications to instruct their colleagues in the benefits of decision sharing. The second line of development relates to two volcanic-like social upheavals, each of which left a marker on the road to participation in academic libraries. The first of these came in the early thirties of our century; it was referred to as President Franklin Roosevelt's New Deal. The second came in the late sixties and early seventies; it consisted of a series of disturbances in American universities, and was inspired by the desire of students to break with traditional sources of authority (314).

The majority of Kaplan's article deals with professional librarians sharing in administrative decision making.

Jurow (1990) writes about the need for professional librarians to learn administrative skills. She summarizes the skills needed to make a good administrator and emphasizes the importance of staff input into administrative decisions. Jurow goes on to state that library and information science schools need to teach more of these skills in their curriculum.

Chapman (1984) wrote an article about paraprofessionals in the cataloguing unit. The article deals with the gap between theory in library and information science classes and the actual job that is assigned to the paraprofessional. Chapman's article shows that paraprofessionals are required

to do professional level work while professional librarians are taking on more administrative duties. This article is somewhat dated but the level of work required by paraprofessionals is the same as it was when Chapman wrote the article. The information presented on the professional librarian's involvement in administrative duties seems to be in conflict with Jurrow's (1990) article. The two articles do agree on the fact that library and information science schools need to offer more courses on administration.

Rader (1989), Director of Libraries, Cleveland State University, emphasizes that both librarians and support staff need to be involved in the decision making process. She lists the type of information that should be shared with all staff, so that the library can benefit from input by the staff.

Weihs (1986) makes some predictions about the future of libraries and library technicians. She supports other writers by stating that libraries are moving into the information age. Libraries have to gear up to this future. Weihs suggests that electronic publications may include "self-cataloguing" features. Another possible development is

cataloging by electronic mail. Both of these futuristic ideas allow librarians and technicians to absorb other functions. The librarians would branch off into administrative duties with library technicians following close at their heels. Interestingly enough, participative management is a concern among librarians and support staff. The idea of shared decision making appeals to library employees. Except for Radar's article, the literature on participative management lacks an administrator's point of view.

The Library of Congress is also using participative management (actually consultive management) with its entire staff. In a brief article in American Libraries, James Billington (1988) includes his staff in redefining the Library's mission statement. This participative process delighted the staff. They felt as though their experience and opinions mattered to the organization as a whole. Billington was extremely pleased with the results of this committee.

Existing Associations Concerned with Support Staff Development

The American Library Association Office for Library Personnel Resources (ALA OLPR) (1989) sent a memo to all paraprofessional groups in state library associations. This

memo asked for information on continuing education, career planning, and staff development programs, pay equity, personnel policies, job descriptions, and professional/paraprofessional roles. In addition ALA OLPR offered to be a clearinghouse for this information. There was a small response to the above mentioned memo that shows that paraprofessionals have organized in only sixteen states.

The Academic Library Association of Ohio (ALAO) (1989) created a Support Staff Interest Group. The Support Staff Interest Group of ALAO tries to develop a professional identity for support staff state-wide. Its purpose is to share resources and continued education. This group is affected by the same problem as the ALA OLPR; it is too broad.

CHAPTER III

RESEARCH METHODOLOGY

A structured questionnaire was used to gather the information (see Appendix B). It includes a wide variety of questions relating to participative management. The questionnaire was mailed to the directors of all academic libraries belonging to the ARL. Descriptive statistics are used to analyze the results of the survey, and frequency distributions have been prepared to report the findings. The instrument also contains some open-ended questions. These questions were designed to permit the respondents some level of clarification and explanation. It is hoped that these questions will help the researcher to fully understand the respondents' point of view toward support staff and their input into decision making.

CHAPTER IV

SURVEY RESULTS

Out of the 124 surveys sent to ARL institutions in the United States and Canada, a total of 69 questionnaires were returned, for a response rate of 56%.

Staffing

More ARL libraries have a full-time professional staff size ranging from 11-50 (32 or 46.4%) than any other category of staff size. The most typical number of full-time paraprofessional staff member falls in the range of 100+ (23 or 33.3%). The frequency of administrative staff members, civil service staff, and all part-time staff members is indicated in Table 1.

In the space provided for other types of staff, several institutions listed graduate assistants, student workers, and clerical staff. Although the researcher considers clerical staff a part of the civil service classification, this must not be the case at some ARL institutions and defining the terminology at this point would have clarified things for

Table 1. Frequency of ARL Staff Members by Category.

	Number of Staff									
	0-10		11-50		51-75		76-100		100+	
Category	N	%	N	%	N	%	N	%	N	%
FT prof.	—	—	32	46.4	19	27.5	10	14.5	6	8.7
FT paraprof.	6	8.7	10	14.5	8	11.6	11	15.9	23	33.3
FT admin.	36	52.2	17	24.6	—	—	—	—	—	—
FT civil serv.	11	15.9	3	4.3	3	4.3	4	5.8	6	8.7
PT prof.	45	65.2	1	1.4	—	—	—	—	—	—
PT paraprof.	27	39.1	12	17.4	—	—	2	2.9	1	1.4
PT civil serv.	19	27.5	4	5.8	—	—	—	—	—	—
TOTAL	144	45.4	79	24.9	30	9.5	27	8.5	37	11.7

everyone.

Support Staff Councils

Thirty libraries (43.5%) responding to the survey report that they do have Support Staff Councils or comparable organizations for support staff members. Thirty-seven (53.6%) ARL libraries report that they do not have a Support Staff Council. Of these libraries, there is an overwhelming majority that indicate that a Support Staff Council is similar to a union. Some of the other reasons for not having a Support Staff Council are: 1. support staff have representation on the library administrative council; 2. university wide support staff council exists; 3. no one has requested that the library have a support staff council, therefore, it is not needed; and 4. various committees are created for problem solving; support staff are on these committees, when appropriate.

Staff Development Programs

All libraries have staff development programs for either administrative staff, library faculty, or paraprofessional/civil service staff members. A large majority (fifty-nine or 85.5%) provide such programs for

support staff. A breakdown of programs by position is provided in Table 2.

Table 2. Frequency of Staff Development Programs by Type of Library Position.

Type of Program	Admin. Staff		Faculty		Para/Civil Staff	
	N	%	N	%	N	%
Workshops	55	79.7	58	84.1	59	85.5
Cont. Ed.	60	87.0	61	88.4	62	89.9
Training	51	73.9	54	78.3	54	78.3

Extent of Automation

Of the sixty-nine libraries responding, thirty-four (49.3%) say that they are fully automated, two (2.9%) are not automated, and thirty-three (47.8%) are partially automated. It is interesting to observe that only about half of these ARL libraries have totally integrated systems.

Library Committee

Participation in library management can take several forms. Respondents indicate that more libraries provide

staff input through the Director's/Dean's Councils than any other means (see Table 3).

Table 3. Frequency of Certain Committees in ARL Libraries.

Type of Committee	Occurence	
	N	%
Collegial/Faculty Advisory Council	46	66.7
Director's/Dean's Council	59	85.5
Support Staff Council	27	39.1
Quality Circles	2	2.9
Advisory Committee	57	82.6

Support Staff Councils

The largest percentage of support staff are in the full-time paraprofessional category, followed by part-time paraprofessionals. There is a large number of non-professional staff members in the larger libraries of over 100 staff members; also the smaller ARL libraries have the majority of part-time support staff (see Table 4).

For those libraries that have Support Staff Councils, only twenty-seven (39.1%) work with the administrative staff.

Table 4. Number of Support Staff Advisory Councils by Size of Nonprofessional Staff.

Staff Type	Number of Staff 0-10 N	11-50 N	51-75 N	76-100 N	100+ N	Total N	Total %
FT paraprof.	0	4	2	4	12	22	38
FT civil serv.	4	0	2	1	2	9	16
PT paraprof.	10	5	0	2	0	17	30
PT civil serv.	8	2	0	0	0	10	16
Total	22	11	4	5	14	58	100

Topics addressed by Support Staff Councils come from various sources which may be categorized as follows:

members of the Council;

support staff in general;

library administration and/or faculty;

Board of Directors;

library management team.

The majority of Support Staff Councils are not decision making committees. Nine (33.3%) are strictly advisory committees; the others indicate varied roles (e.g. information sharing, training and development, or a combination of problem solving and advisory function). In some cases the Council's role was dependent on the particular issue being addressed.

Membership

Of the thirty library administrators that say that they have a support staff council, twenty-six (86.6%) indicate the length of service for a council member. The majority (15 or 57.7%) of the respondents indicate that the council membership is a two-year term. Ten library administrators (38.5%) state that members serve one-year terms; there is one library (3.8%) where members serve a three-year term.

In the majority of the libraries with support staff councils the members are replaced in a staggered fashion. This leads to a smooth transition as old members leave and new members enter the council. When all of the council members are replaced at the same time, there is a lack of uniformity and unity. The Council would waste too much time trying to understand what the Council discussed, problems solved, and future items that should be on the agenda. With the staggering of members the Council can continue to make progress on current concerns and briefly orient the new members.

The members are typically selected by a general election of their peers; any volunteers for the position are also considered at the time of elections. In only a very few libraries are the Council members appointed by the Council chair. In all cases, each department/division is fairly represented in Council.

Feedback to Staff

Distribution of the information from the Council meetings lends itself to some creative and unique solutions. The most typical way to provide feedback to the rest of the staff is in the form of a newsletter or minutes from the

meetings. A few libraries make use of E-mail to distribute this information. Another way of informing the staff about support staff council activities is to hold a meeting with the entire staff (twice annually) and present the discussions, etc. that have taken place since the last large group meeting. Along with these bi-annual meetings there is a written report to summarize all of the activities.

Support Staff Council Involvement in Library Planning and Decision Making

In the majority of libraries with support staff councils (17 or 54.8%), the Council has input into library planning and decision making. There are eleven (35.5%) libraries where the Councils have no input into any type of planning or decision making. Of those libraries that permit support staff council involvement in planning and decision making, the methods of involvement can be catagorized as follows:

Support Staff Council chair is a member of the Library Administrative Council or equivalent group;

all Support Staff Council members participate in a library administrative planning forum held

quarterly;

Support staff can submit written recommendations to Library Administrative Council members (no support staff on this council);

Support staff are consulted or solicited for opinions on relevent issues for support staff (e.g. benefits, internal environment, policies, and awards for staff).

CHAPTER V

CONCLUSIONS

Less than half of the library administrators responding to the survey report that their libraries have Support Staff Councils. The majority of these councils are advisory only. Some of the councils are able to make decisions concerning issues that pertain to support staff, e.g. benefits, awards, work procedures, etc.

Members on the Council are usually elected by their peers. In some instances the members can be appointed to the Council by the chair of the Council. The majority of these members serve a two year term, and members are replaced in a staggered fashion.

The libraries that do not have Support Staff Councils indicate that there are other means for the support staff to convey their ideas and opinions. Interestingly, the libraries without councils viewed the Support Staff Councils as a form of a union, yet they did have a council for the professionals. Suprisingly, only half of the ARL Libraries responding to the survey are fully automated.

Recommendations

The survey proved to be a helpful initial tool in this area of research since there is a lack of information on this important topic. Future research might be directed at members of the Support Staff Councils to survey the attitudes of nonprofessionals about the impact they feel their input has overall.

APPENDIX A

COVER LETTER

January 10, 1991

Dear Director,

I am a student in the School of Library Science at Kent State University. I am also a full-time para-professional staff member at the Kent State University Libraries and Media Services, and was involved in establishing a Support Staff Advisory Council at KSU. As partial fulfillment of my master's degree program I am conducting a survey to determine the extent of formal committees or other opportunities for participative management on the part of support staff.

The enclosed questionnaire is being sent to the Director of each Association of Research Libraries member library. I would appreciate it if you or an appropriate member of your staff would complete the attached questionnaire and return it to me in the pre-addressed, post-paid envelope by February 1, 1991. Your participation in this survey is very important and much appreciated. All responses will remain annonymous.

Thank you in advance for your cooperation. If you would like a copy of the executive summary, please let me know.

Thank you,

Marianne G. Kozsely

APPENDIX B

SURVEY QUESTIONNAIRE

Please check the word or phrase that best completes or answers the numbered statements.

1. How many staff does your library have in the following categories?

	0-10	11-50	51-75	76-100	Over 100
a. Full-time prof.	___	___	___	___	___
b. Full-time paraprof.	___	___	___	___	___
c. Full-time admin.	___	___	___	___	___
d. Full-time civil serv.	___	___	___	___	___
e. Part-time prof.	___	___	___	___	___
f. Part-time paraprof.	___	___	___	___	___
g. Part-time civil serv.	___	___	___	___	___
h. Other _____	___	___	___	___	___

2. Does your library have a Support Staff Council or comparable organization for support staff members?

____ yes ____ no

If no, why not

_____

_____

3. Does your library have staff development programs (workshops) for:

   a. Library Administration ____ yes ____ no

   b. Library faculty ____ yes ____ no

   c. Paraprofessional/Civil Service ____ yes ____ no

   d. Other _____

4. Does your library promote continuing education (in the form of classes) for its employees?

   a. Library Administration ____ yes ____ no

   b. Library faculty ____ yes ____ no

   c. Paraprofessional/Civil Service ____ yes ____ no

   d. Other _____

5. Do you have formal training sessions for new technologies, for all of your employees?

   a. Library Administration ____ yes ____ no

   b. Library faculty ____ yes ____ no

   c. Paraprofessional/Civil Service ____ yes ____ no

   d. Other _____

6. Is your library fully automated?

   ____ yes ____ no ____ partially automated

7. Which of the following groups or committees are used at your library? (Check all that apply.)

   ____ Collegial/Faculty Advisory Council

____ Director's/Dean's Council

____ Support Staff Council

____ Quality Circles

____ Advisory Committees

____ Other, please specify _____

For those libraries that have Support Staff Councils, please answer the following questions.

8. Does the Support Staff Council work with administrative staff?

____ yes ____ no

9. Where does the Support Staff Council get its topics?

_____

10. Are they a problem solving (decision making) committee or only an advisory committee?

_____

11. How are the members selected?

_____

_____

12. How long a term do they serve?

_____

13. What type of feedback do they provide to the staff?

_____

_____

14. Is the support staff council involved in library administrative/faculty planning and decision making?

____ yes ____ no

If yes, in what way?

_____

_____

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